



Ash Manor School

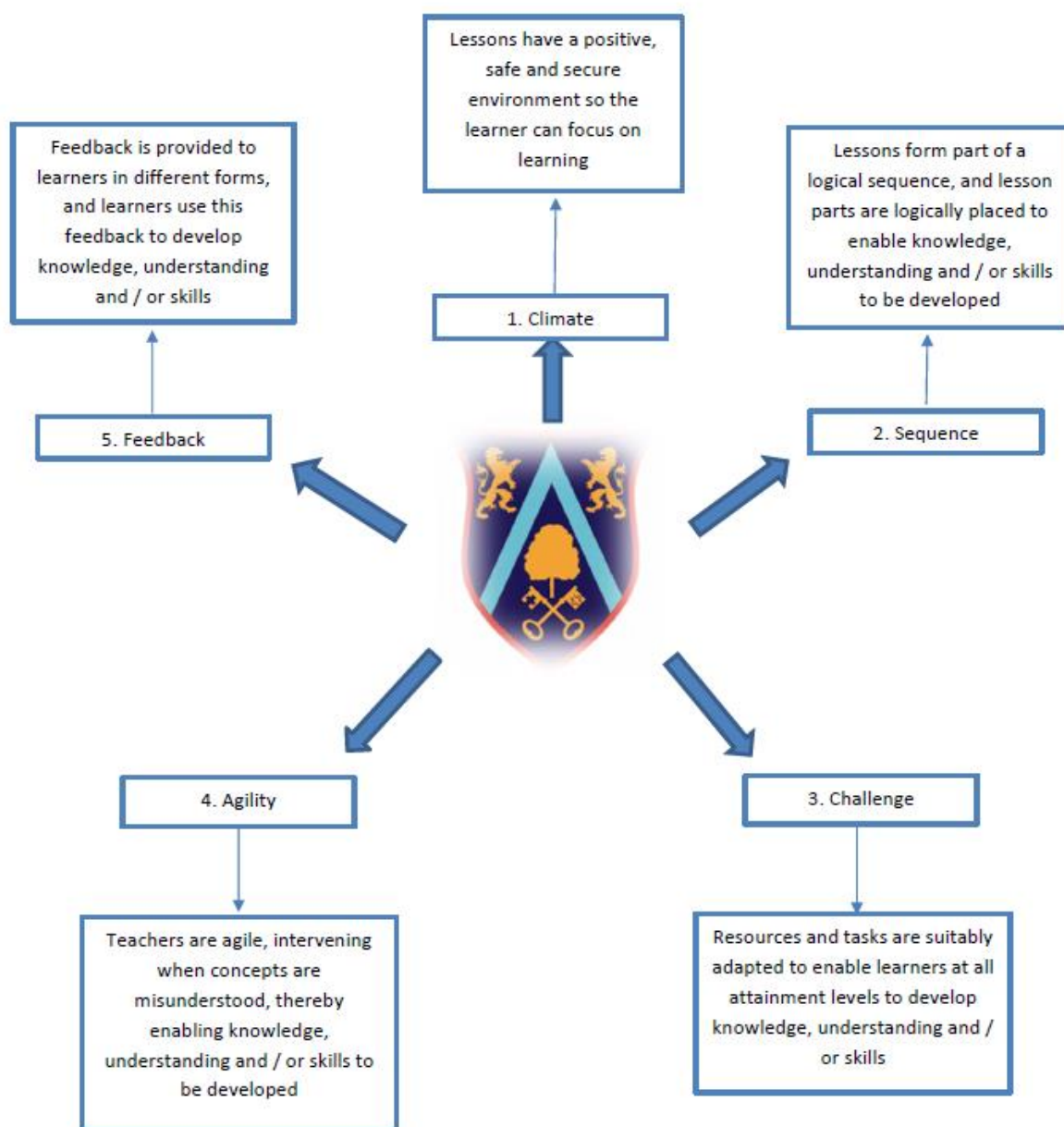
Learning and Teaching Policy

Governors' Committee Responsible:	Experience
Nominated Lead Member of Staff:	SLT lead for Learning and Teaching
Status & Review Cycle:	Non-statutory 3 years
Next Review Date:	April 2027
Document Version Control:	
V1.0 April 2024	

Learning and teaching is why we exist as a school. The aim of learning and teaching is to instil a sense of challenge, enjoyment and passion for learning that will equip our students to achieve their potential and raise their expectations as to what they believe they can achieve. Teachers who do this have a passion for their subject, make learning interesting and engaging and, very importantly, build positive relationships with their students. This must be our aspiration.

We aim to ensure that every lesson is excellent. In order to deliver excellent learning and teaching, we share some common beliefs that we have summarised in the Ash Manor 5. It is based upon five elements of excellent learning that, irrespective of the subject, age or ability range we believe will provide students at Ash Manor with the best possible outcomes.

The Ash Manor 5



What the Ash Manor 5 looks like in the classroom

Climate

- The teacher creates an environment that allows the learner to focus on learning.
- Lessons equip them to be responsible, respectful, active citizens who contribute positively to society.
- Lessons develop learners' understanding of fundamental British values, developing their understanding and appreciation of diversity.
- Lessons celebrate what we have in common and promote respect.

Sequence

- The teacher has an excellent knowledge and understanding of their subject(s).
- The teacher presents subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.
- It is clear the lesson is coherently planned and is sequenced towards enabling students to gain sufficient knowledge and skills for future learning and employment.
- The work given to pupils over time consistently matches the aims of the ambitious curriculum. The lesson contributes well to delivering the curriculum intent.

Challenge

- The teacher uses assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.
- Resources and tasks are suitably adapted to enable learners at all attainment levels to develop knowledge, skills and / or understanding.
- Subsequently, learners' work is of a relative high quality, and as a result, students consistently achieve highly in relation to their starting points.

Agility

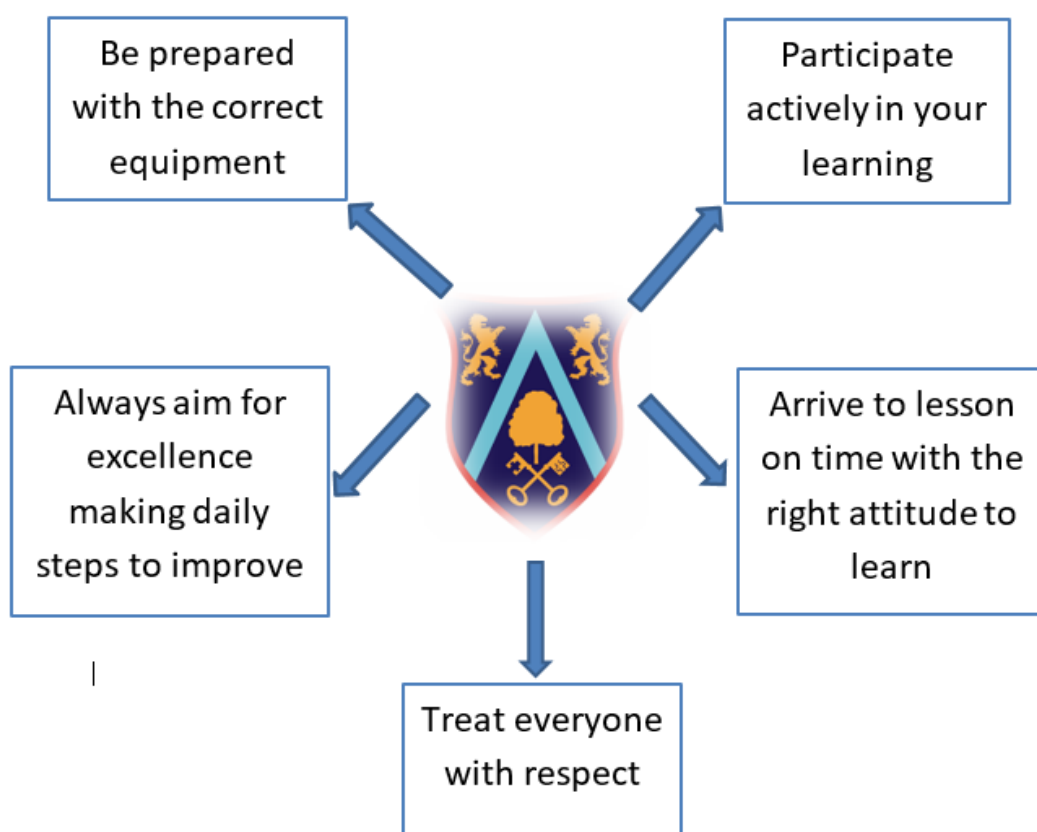
- Teachers check at various points in the learning episode whether the learning has happened.
- Teachers are agile, intervening to support when concepts are misunderstood or intervening to stretch further when concepts are mastered, thereby enabling knowledge, understanding and / or skills to be developed.

Feedback

- Feedback is provided to learners in different forms, and learners use this feedback to develop knowledge, understanding and / or skills.
- This may include verbal feedback as well as written feedback.
- It could also be given through tests or via digital technology.
- It can come from a teacher or someone taking a teaching role, or from the students' peers.
- The feedback may take place frequently within a lesson or take place more systematically in accordance with the department's feedback policy.
- Feedback will identify areas of strength of a student's piece of work, areas for development and allow opportunities for students to improve their learning.

We have also worked with the student body to summarise what the students believe they should do to maximise their potential in lessons and this has been summarised in the Student Ash Manor Student 5.

The Ash Manor Student 5



Learning & Teaching Team

The learning and teaching team has responsibility for the improvement of learning and teaching across the whole school. The focus of the learning and teaching team is to support every teacher to develop and improve their practice.

The team will play a key role during the coaching process. They will be at the heart of designing and delivering CPD in Ash Manor School. Additionally, they will maintain and develop an area of significant whole school responsibility.

The members of the team are selected based on their excellent teaching and all bring different strengths to the team. All members are regarded as displaying best practice consistently.

The roles and responsibilities of the L&T team evolve as any academic year progresses to meet any need identified but the core focus of their work is to support excellent learning and teaching.

The work of the team supports every member of staff to be a better teacher at the end of the academic year than they were at the start. They work with teachers to foster a reflective and collaborative approach.

Incremental Coaching

At Ash Manor School, we support and develop teachers by providing them with frequent opportunities to receive feedback on their teaching. The incremental coaching cycle provides teachers with regular, short drop-ins and action-based follow up conversations to help teachers develop specific areas of their practice. The one-to-one coaching cycle enables us to tailor support to each teacher's needs.

An incremental coaching conversation typically includes review, praise, feedback, reflection, modelling, planning and goal-setting.

The essential characteristics are:

- The process focuses on one action-step at a time
- Each step is followed up until the coachee has demonstrably embedded it into their practice
- The interval between the drop-in and follow-up is minimal
- Incremental coaching is developmental and non-judgemental
- Coachees have ownership of the outcomes of incremental coaching

Coaches have been provided with training to ensure that all teachers receive a consistent experience of incremental coaching. All teachers will receive three drop-ins per term, which will last for 10-15 minutes. Each drop-in will be followed by a coaching conversation.

Department Review

Head of Departments will work alongside the Senior Leadership Team to carry out activities throughout the year in order to monitor and further develop learning and teaching across the school. Activities may consist of learning walks, book samples, data analysis and student voice.

The purpose of this is to:

- 1) Ensure that teaching standards are being met consistently across the school.
- 2) To identify excellent practice so this can be shared.
- 3) To identify areas needing additional support and to target CPD accordingly.

Handbook

The specifics of each year's learning and teaching program will be communicated with staff through the school handbook.